SCHOOL PSYCHOLOGY GRADUATE STUDENT HANDBOOK

EASTERN KENTUCKY UNIVERSITY

Prepared by:

The School Psychology Program
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Richmond, Kentucky
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Introduction

This Handbook for Graduate Students in School Psychology is intended to assist you as you pursue your education and to answer many of the common questions concerning the School Psychology Graduate Program at Eastern Kentucky University. The Handbook contains information about administrative and academic policies, curriculum, coursework and other academic requirements as well as a variety of other topics.

It is essential that you become familiar with the information contained in the Handbook in order to facilitate your progress in the program. Hopefully, the information presented here will prevent or minimize misunderstandings and inaccurate expectations. **Therefore, it will be assumed that every student has read, and is familiar with, the contents of this Handbook.**

This Handbook does not replace the EKU Graduate Catalog. Graduate students are expected to be familiar with the information in the Graduate Catalog, particularly the section on General Academic Information. You may reference the EKU Graduate Catalog on-line at
http://www.gradschool.eku.edu/gradcatalog/

The School Psychology Program's Mission and Vision

The mission of the Eastern Kentucky University school psychology specialist program is to educate graduates who are committed to producing demonstrable benefits to children, youth, families, and schools. The school psychology program emphasizes a scientist-practitioner model whereby the science of psychology is used as a framework within which school psychologists produce positive outcomes for all students. The vision of the program, based on the NASP Blueprint for Training and Practice III, is that all graduates will attain a high level of competence in data-based decision making and accountability, legal and ethical practice, interpersonal communications, collaboration and consultation, knowledge and appreciation of individual differences and diversity, knowledge and understanding of human development, school systems and organization, home/school/community collaboration, and information technology.

To accomplish the program's mission and vision, the objective of the program is to develop the following competencies outlined in the *Standards for Training and Field Placement Programs in Schools Psychology* (NASP, 2010).

2.1 Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2 Consultation and Collaboration
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3 Intervention and Instructional Support to Develop Academic Skills
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 School-Wide Practices to Promote Learning
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 Preventive and Responsive Services
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 Family-School Collaboration Services
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8 Diversity in Development and Learning
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

2.9 Research and Program Evaluation
- School psychologists have knowledge of research design, statistics, measurements, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

2.10 Legal, Ethical, and Professional Practice
- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Each of these standards will be met through a variety of course requirements. Please see Appendix H for a matrix that outlines the coursework, assignments, and experiences that will be provided to meet each of the NASP standards listed above. ***Please note that as NASP updates these standards the EKU School Psychology Program may need to make changes to the information in this handbook. Students will be provided with updates to this handbook as needed as any changes are made.**

Graduate Education: Faculty Expectations and Student Responsibilities

The faculty believes there are a number of experiences students should have in order to develop professionally and personally. Some of these experiences are embedded in class requirements; others are demands on your time beyond class commitments. Your willingness to accept these expectations is judged by your attitudes and by your actions. The purpose of this section of the handbook is to make clear these expectations. You can then make informed decisions regarding the responsibilities you are undertaking when you enter this program. You will be expected to live up to the tacit contract to fulfill these responsibilities.

First, you are expected to realize that you are no longer just a student, you have entered a graduate program in a professional field that requires a high standard of ethical behavior. Below you will see important information regarding specific information for professional behavior and conduct of students.

Professional Behavior and Conduct of Students

Rationale

It is important that students of Psychology recognize the importance of conducting themselves honorably, professionally, and in a manner that reflects the standards of the profession of psychology. They must be sensitive to how they may be perceived by others, including clients, peers and the general public, and the manner in which their conduct, attitudes and personal appearance may shape others' perception of them and of the profession. Finally, students must understand that their clients must be able to trust them to provide care that meets the standards of the profession.

Department Policy

The EKU Psychology Graduate School faculty expect that all students will conduct themselves in accordance with the ethical standards of the profession as established by the American Psychological Association (see the *Ethical Principles of Psychologists* which can be found at: http://www.apa.org/ethics/code/index.aspx).

Students are advised to read the above referenced ethical code carefully, to consult it whenever questions arise about some aspect of their conduct and to consult faculty for clarification of any part of the document that they do not understand.

Students should take special note of the fact that the ethical code of psychologists includes, but is not restricted to: personal problems and conflicts that may interfere with professional effectiveness, adherence to governmental laws as well as relevant institutional regulations, and behavior that might compromise the fulfillment of professional responsibilities or reduce the public trust in psychology or psychologists.

Review of Professional Behavior and Conduct of Students

Students' professional behavior and conduct is considered a fundamental aspect of academic performance and, as such, will be reviewed by the faculty each semester. A student's professional or ethical conduct may be subject to review at other times as matters of concern are brought to the attention of the program coordinator, department chair, or other members of the faculty. At any point in the program, the faculty may determine that a student is not performing adequately in one or more of general areas of functioning (e.g., professional performance, adherence to APA ethical principles and accepted standards of professional responsibility, and interpersonal skills) and elect to recommend that he/she be charged with Unprofessional or Unethical Conduct.

Procedures for Confronting Unprofessional or Unethical Conduct

It is the responsibility of each student and faculty member to uphold the standards of professional and ethical conduct and to confront and question instances when unprofessional or unethical conduct is suspected. To have knowledge of unprofessional or unethical conduct and not confront it places one in violation of Principle 7g of the *Ethical Principles of Psychologists* which explicitly assigns psychologists the responsibility to monitor peer conduct and confront unethical behavior.

Principle 7g of the Ethical Principles of Psychologists grants the student some latitude in dealing with situations of known or suspected unprofessional or unethical conduct. If the violation is of a minor nature and seems to have resulted from a lack of sensitivity, knowledge or experience, faculty or students may elect to deal with the situation informally by discussing the behavior in question with the offending student. The goal in this kind of intervention is to educate and heighten sensitivity to the unethical or unprofessional nature of the behavior. Alternatively, the student or faculty may choose to bring the incident to the attention of either the program coordinator or department chair.

Procedures for Dealing with Formal Charges of Unprofessional or Unethical Conduct

Formal allegations of misconduct will be dealt with by the program coordinator as follows:

1. The student will be notified of the behavior(s) under question.
2. The program coordinator and an investigative committee consisting of the program coordinator and the student's permanent graduate committee or program faculty will engage in fact-finding, review and assessment of all evidence supporting the allegations.
3. Based on the information above and, if necessary, consultation with some or all core faculty, the investigative committee determines the appropriate course of disciplinary action.
4. If there is not sufficient cause, the program coordinator will resolve the matter with the person(s) involved in the allegation.

Consequences of Unprofessional or Unethical Conduct

Penalties imposed by the investigative committee may include, but are not limited to: placing the student on leave from the program, requiring specific remedial actions on the part of the student, recommending termination of the student from a graduate assistantship, or recommending dismissal from the Graduate School.

Emergency Suspension

The program coordinator may impose an emergency suspension when a student's behavior constitutes a grave breach of professional ethics, when such behavior places other people's welfare in jeopardy, or threatens to disrupt the educational process of the department. Students placed on emergency suspension will not be permitted to participate in some or all of the program's activities, nor will they be allowed to take examinations or submit papers or other course work without written permission from the program coordinator. Emergency suspensions will remain in effect until an investigative committee, consisting of the program coordinator, department chair, and the student's committee or program faculty, recommends another course of action.

Second, you are expected to behave in a responsible and assertive manner. This means taking care of your own needs and responsibilities, while at the same time being aware of and respecting the needs of others, both your peers and the faculty. This process requires such actions as being aware of and meeting deadlines, taking responsibility for missed classes, fulfilling class and program requirements, helping other students, being involved in the evolution of the program, and respecting the rights of faculty and other students who have their own lives and stresses.

A third expectation concerns your commitment to continued learning. Because the field of school psychology is continually growing and developing, it is imperative that you demonstrate a commitment to continued learning. There are too many gains being made on too many fronts for any of the faculty or students to keep abreast of everything we might want or need to know in every area of school practice. We expect you to learn the process of how to learn (i.e., how to know what you need to know, how to find the information, and how to incorporate it into your already existing body of knowledge and skills). You are expected to exit the program with a strong base from which to grow and develop. However, you will have to go beyond the basic program to become competent enough to practice.

Fourth, you are expected to participate in the program fully. The requirements are not designed capriciously; they each have a purpose and add to your overall development as a professional. You may question the rationale, offer alternatives to gain the same ends, or challenge the need for a particular experience (as long as you do so in a reasonable and responsible manner—there are vehicles for doing so). However, you should expect to satisfy each and every requirement, regardless of any, but the most extenuating circumstances, the same as any other student, before you exit with your degree.

Although we do not expect you to be an optimally self-actualized person (and probably would be concerned if you thought you were), we are here to help you learn to become an effective school psychologist—not to do in-depth therapy with students in the program. If you have temporary problems, we will be supportive and encourage you to seek help. But, in short, we expect you to be "together" enough to handle the demands of the program and your other life responsibilities.

Psychology Faculty

Theresa Botts, PhD, Assistant Professor and Licensed Psychological Associate. Dr. Botts received her PhD in Counseling Psychology from the University of Kentucky in 2001. Her specialty interests include: trauma and grief work, gender related issues, depression and anxiety disorders. Much of her clinical work focuses on working with the juvenile and young adult populations. Her therapy orientation integrates feminist, cognitive behavioral and systemic approaches. Graduate courses taught are:
> PSY 850 Psychotherapy and Behavior Change
> PSY 871 Group and Family Therapy
> PSY 826 Professional Concerns

Robert G. Brubaker, PhD, Department Chair, Foundation Professor, and Licensed Clinical Psychologist. Dr. Brubaker received his PhD from the University of South Florida in 1984. Interest areas include clinical psychology, disruptive behavior disorders in children, child and family behavior therapy, parenting, and the psychology of art. He also serves as Director of the EKU Psychology Clinic. Graduate courses taught by Dr. Brubaker include:
> PSY 843 Practicum

Myra Beth Bundy, PhD, Professor and Licensed Clinical Psychologist. Dr. Bundy received her PhD from the University of South Carolina in 1996. Her areas of interest include neuropsychological assessment, ADHD, autism, low incidence populations and cognitive assessment. Dr. Bundy teaches the following graduate courses:
> PSY 824 Intellectual Assessment

Catherine A. Clement, Ph.D, Professor. Dr. Clement received her PhD from Clark University in 1986. Her areas of interest include cognitive psychology, concept learning, and analogical thinking. Dr. Clement teaches the following graduate courses:
> PSY 840 Cognitive Bases of Behavior

Dan Florell, PhD, NCSP, Associate Professor, Licensed Psychologist, and Certified School Psychologist. In 2001, Dr. Florell received his PhD from Illinois State University. Interest areas include school psychology, Internet, adolescent positive well-being, self-construal in adolescence, and programs of mental health service delivery for high school adolescents. Dr. Florell teaches the following graduate courses:
> PSY 843 Practicum
> PSY 847 Topics in Individual Differences
> PSY 848 Introduction to School Psychology
> PSY 896 Internship

Jonathan Gore, PhD, Professor. Dr. Gore received his PhD from Iowa State University, Ames in 2005. Areas of interest include the self and self-concept change, culture, goal motivation, and social cognition. Graduate courses taught include:
> PSY 837 Social Psychology and Cultural Diversity

Andrea Strait, PhD, NCSP, Professor, Licensed Psychologist, Certified School Psychologist, and School Psychology Program Coordinator. Dr. Strait received her PhD from the University of Tennessee in 2005. Areas of interest include school and home-based consultation, academic and behavioral interventions, reading fluency and comprehension, curriculum-based measurement, and autism. Graduate courses taught include:

> PSY 843 Practicum
> PSY 865 Consultation
> PSY 896 Internship
> PSY 846 Behavioral Research Methods
> PSY 842 Interventions: School and Home

Theresa (Teri) Nowak, PhD, NCSP, Associate Professor, Licensed Psychologist, Certified School Psychologist. Dr. Nowak received her PhD in school psychology at the University of Kentucky. She has 14 years of experience in the public school system as a teacher and a school psychologist. Her areas of interest are early childhood care and education, school readiness, temperament, assessment, and infant mental health. Graduate courses taught include:

> PSY 843 Practicum
> PSY 881 Advanced Children's Assessment
> PSY 896 Internship

Adam Lawson, PhD, Associate Professor. Dr. Lawson received his PhD in Psychology at Oklahoma State University with an emphasis in cognitive neuroscience in 2001. Areas of interest include cognitive neuroscience and higher-order cognitive processes. Graduate courses taught include:

> PSY 853 Biological Bases of Behavior

Richard Osbaldiston, PhD, Associate Professor. Dr. Osbaldiston received his PhD in Social and Personality Psychology at the University of Missouri. His areas of interest include research and statistics, environmental problems, and human motivation. Graduate courses taught include:

> PSY 820 Statistics and Research Design I
> PSY 868 Program Evaluation in the Social and Behavioral Sciences

Model School Psychology Curriculum

PSY 848	Introduction to School Psychology	3
PSY 824	Intellectual Assessment	3
PSY 826	Professional Concerns	1
PSY 820	Statistics and Research Design	3
PSY 850	Psychotherapy & Behavior Change I	3

Semester II (Spring)

PSY 862	Research in Professional Psychology	3
PSY 847	Topics in Individual Differences or PSY 864 Child Psychopathology	3
PSY 846	Behavioral Research Methods	3
PSY 881	Advanced Children's Assessment	3

Intersession

PSY 827	Topics in Assessment	1

Semester III (Summer)

PSY 837	Social Psychology & Cultural Diversity	3
PSY 840	Cognitive Bases of Behavior	3
SED 800	Exceptional Child in Regular Classroom or equivalent	3
GRD 857J	MS PSY Written Comp. Exam	0

Semester IV (Fall)

PSY 843	Practicum: Assessment/Interventions	3
PSY 842	Interventions: School and Home	3
PSY 853	Biological Bases for Behaviors	3
PSY 865	Psychological Consultation	3

Semester V (Spring)

PSY 843	Practicum: Consultation	3
PSY 868	Program Evaluation in Social and Behavioral Sciences	3
PSY 847	Topics in Individual Differences or PSY 864 Child Psychopathology	3
ELE 871	Readiness & Primary Reading Program or equivalent	3
GRD 857M	School PSY Written Comp. Exam	0
GRD 858M	School PSY Oral Comp. Exam	0

Semester VI (Fall)

PSY 896	School Psychology Internship	6

Semester VII (Spring)

PSY 896	School Psychology Internship	6

TOTAL 71

Time Line of Significant Events, Activities, and Deadlines

Semester I (Fall)

1. _____   Remove conditions of admission (if applicable)
2. _____   Complete applications for NASP Student Affiliate
3. _____   Decide whether to do a Thesis
4. _____   Apply for Spring assistantship
5. _____   See advisor and complete pre-registration for Spring semester (Use EKU Website)
6. _____   Professional Performance Review by School Psychology Program Coordinator

Semester II (Spring)

1. _____   Select research supervisor (SRP supervisor or thesis chair) and submit research
2. _____   Project/thesis proposal to chair and the ethics committee
3. _____   See advisor and complete pre-registration for Summer semester
4. _____   Fall practicum assignments made (complete practicum preference form)
5. _____   Professional Performance Review by School Psychology Program Coordinator
6. _____   Apply for Summer graduation for the Master's degree in General Psychology at the Graduate School office
7. _____   Prepare for comprehensive exams (scheduled for Mid Summer)

Semester III (Summer)

1. _____   Continue work on Thesis (if applicable)
2. _____   Contact doctoral programs for application materials if interested
3. _____   See advisor and complete pre-registration for Fall School Psychology classes
4. _____   Begin identifying potential internship sites
5. _____   Take comprehensive exams for General Psychology Master's degree
6. _____   Receive Master's degree in General Psychology

7.

Semester IV (Fall)

1. _____ Professional Performance Review by School Psychology Program Coordinator
2. _____ Prepare for comprehensive exams (typically scheduled for late March or early April)
3. _____ Complete applications to doctoral programs if interested
4. _____ Continue work on research project/thesis (if applicable)
5. _____ Develop study plan for comprehensive exams
6. _____ Take Praxis School Psychology Examination
7. _____ Prepare internship applications materials including vitae

Semester V (Spring)

1. _____ Apply for May graduation at the Graduate School office
2. _____ Complete research project/thesis (check with your advisor on deadlines)
3. _____ Complete certification application
4. _____ Take Praxis School Psychology Examination if not passed in the fall
5. _____ Take Comprehensive exams
6. _____ Apply for internship positions

Semester VI (Fall)

1. _____ Check your status with the Graduate School (i.e., have all requirements been completed, have all the necessary forms been filed, are you on the May graduation list?)
2. _____ Start internship
3. _____ Complete research project/thesis and any remaining course work

Semester VII (Spring)

1. _____ Continue Internship
2. _____ Attend graduation ceremonies
3. _____ Complete certification application

Provisional and Probationary Admission

Some students are admitted to the program under one of two special categories: provisional admission or probationary admission. Students are informed of any conditions of admission in the admission letter sent by the Dean of the Graduate School. If you are on provisional or probationary admission status, you should arrange a meeting with your advisor as soon as possible to determine precisely what is necessary for you to gain clear admission. It is your responsibility to remove any conditions of admission within the time frame specified in *The Graduate Catalog* (see the section on "Types of Admission" for complete details).

According to *The Graduate Catalog*, provisional admission may be granted when an applicant is unable to supply all of the necessary application materials (e.g. official GRE scores, three letters of recommendation) prior to admission consideration, but who otherwise meets the admission requirements. The Graduate School must receive these materials by November of the first semester or the student will not be allowed to enroll for the second semester. If the additional credentials are satisfactory, the student may be granted clear admission; however, provisional admission does not guarantee subsequent clear admission.

Probationary admission may be granted to the applicant who does not meet certain requirements for clear admission but does show promise for successful graduate study (see *The Graduate Catalog* section on Types of Admission). For example, probationary admission may be granted to a student who lacks prerequisite undergraduate coursework, or who has a GRE score below the minimum requirement. According to *The Graduate Catalog*,

> Students must be removed from probationary admission prior to registering for any graduate coursework beyond an initial 12 hours. The minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of graduate coursework with a grade point average of at least 3.0 and with no more than one grade (regardless of the number of course credit hours) of "C" or lower.

Other special requirements (e.g., satisfactory completion of prerequisite coursework, achieving a minimum score upon retaking the GRE) may be imposed by the Psychology Department. Students on probationary admission status may not hold an assistantship.

Advisor and Permanent Graduate Committee

You will be assigned one of the school psychology faculty members as your temporary advisor upon admission to the program. This person will handle all advising responsibilities (e.g. registration, providing feedback from faculty evaluations) until you are admitted to candidacy at the end of your second semester of your first year. At this point you will select a permanent graduate committee. The person you select to chair your committee will then serve as your advisor for the remainder of the program (see Appendix D).

Permanent Graduate Committee: The permanent graduate committee performs several duties. It plays a particularly important role in comprehensive examinations. The committee reviews your performance on the work samples and each component of the written exam (which have been assigned scores by the school faculty), evaluates your work sample, and conducts the oral examination. Based on your overall performance, your permanent graduate committee assigns a comprehensive exam grade and makes a recommendation to the graduate school that you be awarded (or not awarded) the Specialist degree. This committee is also responsible for prescribing and overseeing remedial work should your performance on the exam be unacceptable. If you have elected to do a thesis, the permanent graduate committee also serves as your thesis committee.

The permanent graduate committee consists of three or four members. The chair of your committee must be a full member of the graduate faculty. If the person you choose to chair your committee is not a full member, he/she may serve as co-chair along with a full member. In addition, at least two of the members must be a school faculty member. You may also select a faculty member from another department. It is your responsibility to ask faculty members to serve on your committee and to communicate your choices to your advisor (School Psychology Program Coordinator).

Evaluation of Student Progress in the Program

There are several mechanisms by which school psychology graduate students are evaluated by the faculty. They include course grades, pre-candidacy evaluation, candidacy evaluation, and portfolio and comprehensive examination.

Grades

The following grades (and grade points) may be awarded for graduate courses: A (=4), B (=3), C (=2), D (=0), F (=0), I, or IP. Graduate students are expected to earn at least a grade of "B" and to maintain a graduate grade point average (GPA) of 3.00 or above. Graduate students whose graduate GPA falls below 3.00 will be placed on academic probation by the Graduate School. Students on academic probation are not permitted to hold a graduate assistantship. Students who fail to raise their GPA to a 3.00 by the end of the probationary semester will no longer be allowed to enroll in graduate courses without the recommendation of their advisor, the department chair, Dean of the College of Arts and Sciences, and the Dean of the Graduate School.

In addition to the general requirement of maintaining a 3.00 GPA, school psychology graduate students will also be required to earn at least a "B" in a set of core school psychology courses. These core courses provide training in basic skills vital to the competent practice of school psychology. As a consequence, it is necessary for students to demonstrate an "outcome based" competence as well as a proficiency somewhat higher than that commensurate with a grade of "C." Students who fail to earn either an "A" or "B" in these core courses and obtain the outcome skills will be required to repeat the course and may be prohibited from enrolling in practicum or internship until the course is successfully completed. The core courses in which a grade of "A" or "B" is required are as follows:

PSY 824 Intellectual Assessment
PSY 826 Professional Concerns
PSY 846 Behavioral Research Methods
PSY 848 Introduction to School Psychology
PSY 850 Psychotherapy and Behavior Change I
PSY 842 Interventions: School and Home
PSY 865 Psychological Consultation
PSY 881 Advanced Children's Assessment

Eastern Kentucky University
Psychology Graduate School

<u>Professional Performance Review Policy</u>

<u>Rationale:</u> In addition to meeting the academic standards set forth by each program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable and at all times adhere to the general standards of professional ethics and practice set forth by the American Psychological Association (APA). The general and specific APA standards for ethical practice are listed on the APA website at http://www.apa.org/ethics/code/index.aspx. Students are expected to review these standards and seek any clarification needed from their respective advisors.

As future professionals in psychology, the faculty expect students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the profession. Finally, it is expected that students be committed to continual personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program.

For all of the reasons stated above, the faculty will regularly monitor not only students' academic progress but also selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of EKU Psychology Graduate programs possess those characteristics sufficiently and that they do not interfere with their professionalism or helping capacity.

<u>The Professional Performance Standards:</u>

Students will be reviewed on their fulfillment of nine Professional Performance Standards by individual faculty during each class or assistantship and at the conclusion of each semester by the combined Psychology faculty. The Standards include:
1. Flexibility
2. Cooperativeness with others
3. Willingness to accept and use feedback
4. Awareness of own impact on others
5. Ability to deal with conflict
6. Ability to accept personal responsibility
7. Ability to express feelings effectively and appropriately
8. Attention to ethical and legal considerations
9. Initiative and motivation

<u>The Professional Performance Review Process:</u>

Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described by the Descriptive Criteria for Professional Performance Review Policy Standards (Please see below). All students will be required to meet with the program coordinator to review and sign the Semester Review Report (Please see below). **Students receiving ratings below 3 on one or more of the Professional Standards will be considered deficient in professional performance and subject to the following procedure:**

1. The student and the program coordinator will meet to discuss the Professional Performance concern(s). The student will be presented with a Semester Review Report on which will be listed the deficient rating(s), the explanation for the ratings, and descriptions of remedial actions that will be required. Signatures of both the student and program coordinator will verify their understanding of the concerns, the required remedial actions, and the schedule for implementing them. Both the student and program coordinator will retain copies of the signed Semester Review Report.

2. If a student fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the program coordinator in accordance with the procedure described above in #1. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the program coordinator will consult the relevant Graduate Psychology faculty regarding the development of alternative remedial action strategies and/or evaluation of the student's fitness for continuation in the Program. As in #1 above, copies of any additional or revised Semester Review Reports will be signed and retained by the student and the program coordinator.

3. Faculty can initiate the Professional Performance Review at any time for students who knowingly engage in illegal or unethical activities, for students whose professional performance is deemed to present an immediate threat to the well being of others, or for other professional concerns including an inability to meet graduate assistantship performance standards. In such cases and depending upon the level of perceived threat, the faculty may recommend dismissal from a graduate assistantship and/or the Graduate School.

4. Note. All faculty recommendations for denial of a student's continuance in the program will be forwarded to (and will be the ultimate decision of) the Graduate School.

Descriptive Criteria for Professional Performance Review Policy

Note. Column 1 = unacceptable professional performance;
Column 2 = acceptable professional performance;
Column 3 = excellent professional performance.

1. Flexibility (1 = very inflexible to 5 = very flexible)

- Showed little or no effort to recognize changing demands in the professional and interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response to changing environmental demands despite knowledge of the need for change. - Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	- Effort to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to changing environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental demands when instructed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	- Showed accurate effort to recognize changing demands in the professional and interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule of protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them.

2. Cooperativeness with others (1 = very uncooperative to 5 = very cooperative)

- Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities.	- Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities.	- Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities.

3. Willingness to accept and use feedback (1 = very unwilling to 5 = very willing)

- Discouraged constructive feedback from others through defensiveness and anger. - Showed little or no evidence of incorporation of constructive feedback received to change own behavior. - Took feedback contrary to own position as a personal affront. - Demonstrated greater willingness to give feedback than receive it.	- Was generally receptive to constructive feedback. - Showed some evidence of incorporating constructive feedback into own views and behaviors. - Showed some defensiveness to critique through "over-explanation of own actions" but without anger. - Demonstrated greater willingness to receive feedback than to give it.	- Invited constructive feedback by direct request and positive acknowledgement when received. - Showed evidence of active incorporation of feedback received into own views and behaviors. - Demonstrated a balanced willingness to give and receive feedback.

4.   Awareness of own impact on others (1 = very unaware to 5 = very aware)

- Words and actions reflected little or no concern for how others were impacted by them. - Ignored supervisory feedback about how words and actions were negatively impacting others.	- Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. - Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.	- Effort toward recognition of how own words and actions impacted others. - Initiates feedback from others regarding impact of own words and behaviors - Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change. - Demonstrates awareness of the impact behavior has on client, public, and profession

5.   Ability to deal with conflict (1 = very unable to 5 = very able)

- Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed.	- Was amenable to discussion but sometimes had difficulty grasping perspectives other than own. - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem-solving when directed.	- Respectful of beliefs and values of others' even when inconsistent with personal beliefs and values. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem-solving efforts in conflicts. - Actively participated in problem-solving efforts.

6. Ability to accept personal responsibility (1 = very unable to 5 = very able)

- Refused to admit mistakes or examine own contribution to problems. - Lied, minimized, or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination.	- Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others' roles in problems. - Might blame initially, but was open to self-examination about own role in problems.	- Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of self-examination. - Takes independent action to correct situations that are in conflict with professional values

7. Ability to express feelings effectively and appropriately (1 = very unable to 5 = very able)

- Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feeling were inappropriate to the setting. - Was resistant to discussion of feelings in supervision.	- Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings—sometimes inaccurate. - Expressions of feeling usually appropriate to the setting—responsive to supervision when not. - Willing to discuss own feelings in supervision when directed.	- Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feelings in supervision.

8. Attention to ethical and legal considerations (1 = very inattentive to 5 = very attentive)

- Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well-being of clients. - Breached established rules for protecting client confidentiality.	- Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well-being at risk. - Used judgment that could have put client confidentiality at risk.	- Maintained clear personal-professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being. - Appropriately safeguarded the confidentiality of clients. - Aware of the obligation to confront peers and or organizations regarding ethical problems or issues and to deal proactively with conflict when addressing professional behavior with others

9. Initiative and motivation (1 = very poor initiative and motivation to 5 = very good initiative and motivation)

- Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments.	- Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work. - Showed some initiative and creativity in assignments.	- Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work.

Psychology Graduate Program
Professional Performance Review
Pre-Candidacy/Candidacy Feedback Form

<u>Semester Review Report</u>

Note: Faculty issuing this notification shall rate and describe <u>each area.</u> Copies shall be provided to the student and the program coordinator.

Student:_____

      Program _____ Advisor_____
      Semester in program _____ Date_____
Academic performance to date (Including grades at this point in the current semester)
<u>Course</u> <u>Grade</u> <u>Semester</u>   <u>Course</u> <u>Grade</u> <u>Semester</u>

_____ _____ _____   _____ _____ _____

_____ _____ _____   _____ _____ _____

_____ _____ _____   _____ _____ _____

_____ _____ _____   _____ _____ _____

_____ _____ _____   _____ _____ _____

Graduate Assistantship Supervisor (if applicable): _____

_____

Performance Criteria and Rating:

1. <u>Flexibility</u>

Flexible   Inflexible
     5   4   3   2   1

Changes Needed:

2. <u>Cooperativeness with others</u>

Cooperative   Uncooperative
     5   4   3   2   1

Changes Needed:

3. <u>Willingness to accept and use feedback</u>

Willing   Unwilling
     5   4   3   2   1

Changes Needed:

4. <u>Awareness of own impact on others</u>

Aware   Unaware
     5   4   3   2   1

Changes Needed:

5. <u>Ability to deal with conflict</u>

Able   Unable
    5   4   3   2   1

Changes Needed:

6. <u>Ability to accept personal responsibility</u>

Able   Unable
    5   4   3   2   1

Changes Needed:

7. <u>Ability to express feelings effectively and appropriately</u>

Able   Unable
    5   4   3   2   1

Changes Needed:

8. Attention to ethical and legal considerations

Attentive   Inattentive
5   4   3   2   1

Changes Needed:

9. Initiative and motivation

Good Initiative & Motivation   Poor Initiative & Motivation
5   4   3   2   1

Changes Needed:

Additional Concerns/Comments:

Departmental decision on pre-candidacy/candidacy:

SIGNATURES (to indicate that the student and program coordinator have met to discuss this notification and that the student has received a completed copy)

Date: _____

Student: _____

Program Coordinator: _____

Ongoing Student Evaluation through Portfolio Review

Students will be required, during each year of their training, to submit work samples including psychological reports, professional writings, and self-reports. These work samples make up the students' portfolio, which will be rated annually and used to assess student progress at pre-candidacy, candidacy, and in conjunction with field experiences. **The faculty may determine that a student at any point in the program is not performing adequately and design remediation, delay practicum, delay internship, or elect to recommend that he/she be dismissed from the graduate school.** Portfolio guidelines are contained in Appendix B.

School Psychology Comprehensive Examinations

All students must successfully complete a comprehensive objective examination before being awarded the Master's in General Psychology and written and oral examinations prior to being awarded the Specialist's degree in School Psychology. Comprehensive exams enable the faculty to determine whether the student has acquired the skills and knowledge base necessary for the competent, effective practice of school psychology. Preparation for the exam provides students with an opportunity to integrate what they have learned in classes, in supervision, and at practica, and to identify and fill any gaps in their training.

Format

The comprehensive examination consists of four parts: an objective component, an essay component, portfolio review and an oral examination.

- *Objective Component for Master's in General Psychology*: The objective component of the exam consists of approximately 180 multiple-choice questions covering the following seven content areas:

  1. Learning and behavior intervention
  2. Social basis of behavior and cultural diversity
  3. Assessment/diagnosis/classification

4. Ethics and professional responsibility
5. School psychology foundations and school structure
6. Research design and statistics
7. Developmental psychology and personality theory

- *Essay Component for Specialist in School Psychology*: The essay component consists of a set of essay questions covering the following topics:
  1. Professional identity
  2. Assessment
  3. Interventions
  4. Consultation
  5. Tests and measurements
  6. Legal/ethical issues
  7. Psychological foundations
  8. Research methods/statistics.

Original essay questions are prepared by members of the school psychology faculty for each administration of the exam; however, the questions tend to be of the same general nature each year. For example, the intervention essay question(s) often presents a case example (e.g., background information, presenting problem, symptoms, etc. for a fictional student) and asks you to develop an intervention plan (and to justify your intervention choices on theoretical and/or empirical grounds), or it may ask you to compare how school psychologists of various theoretical orientations (e.g., behavioral, psychodynamic) would conceptualize and/or treat the student. Generally, the intervention essays assess your ability to conceptualize and plan a course of intervention, your knowledge of specific techniques, your ability to justify on empirical/theoretical grounds your choice of treatment, your knowledge of the therapy outcome literature, and your ability to evaluate the effectiveness of your therapeutic efforts (either on an individual or programmatic basis).

An assessment or test and measurement question, for example, might present you with a case history and ask you to identify appropriate assessment instruments and/or an appropriate testing strategy, or to discuss the kinds of test results you might expect to find given what you know about a student. You might also be asked to construct a test battery designed to answer specific questions, or to discuss how you would use the information gathered in an assessment to develop an intervention plan. Assessment questions of a more theoretical nature have also been asked on previous comprehensive exams. For example, you might be asked to compare how practitioners of various theoretical orientations would conceptualize and conduct a psychological assessment. Generally, the assessment essays test your knowledge of specific assessment techniques (e.g., the kinds of information they provide, their strengths and weaknesses and limitations, when they are useful and when they are not), your ability to conceptualize the assessment process (e.g., the purpose of psychological assessment, how to construct an assessment battery in order to answer specific questions), and your ability to make use of the information you obtain from an assessment.

The ethics/professional responsibility essay(s) assess your awareness and understanding of the ethical principles governing the behavior of school psychologists, your awareness and understanding of laws relevant to school psychologists, and your awareness and understanding of accepted standards of professional responsibility and behavior. You are expected to know and be able to interpret and apply the NASP and APA ethical principles. You are also expected to know the laws of the Commonwealth of Kentucky as they pertain to the work of certified school psychologists (e.g., certification requirements, duty to warn, commitment and guardianship procedures, reporting of child abuse, requirements for supervision, etc.). In the past, the ethics/professional responsibility essay(s) have, for example, presented a case study and asked the student to identify any possible violations of ethical principles and to identify what course of action you might take if you were in such a situation or if you became aware of such a situation, and/or to state any ethical principles or laws that would influence your behavior in the situation.

- *Oral Examination*: The oral examination serves several purposes. It gives the committee an opportunity to provide you with formal feedback on your performance on the other components of the comprehensive exam and to communicate to you your grade on the entire exam. The committee will discuss strengths and weaknesses in your performance and, if necessary, ask you to clarify and/or expand upon points made in your essays, report, or work sample. If your work on some component(s) of the exam was inadequate, the oral examination provides you with an opportunity to demonstrate to the committee that your performance was not reflective of your actual knowledge and ability. In the case of a marginal performance, the oral examination enables the committee to gather additional information before deciding on a final grade. If necessary, plans for remedial work are also discussed during the oral exam.

Schedule

The objective component is taken during the summer of your first year. The essay and oral exam components of the comprehensive exam (see description of the components under the "Format" section) are normally scheduled over a one-day period during your second Spring semester in the program (if you are a full-time student). You will receive official notification of the written exam schedule through the mail two weeks prior to the date of the exam. Oral exams are scheduled beginning approximately two weeks later and during the interim you will receive preliminary feedback on your performance. Your committee chair will ask for your help in arranging a suitable time for the oral exam and you will receive official notification of the time and date of the exam through campus mail.

Grading

- *Objective Exam*: Scores on the objective portion of the comprehensive exam can range from 0 to 180 points (i.e., each multiple choice question is worth one point). You will receive a score for each of the 9 subtests (each subtest includes approximately 20 items, thus the maximum score on each is 20 points) and an overall score, as well as information on the mean scores and standard deviations for your class. The school psychology faculty (Dr. Strait, Dr. Florell, and Dr. Nowak) for each administration of the test will determine a minimum passing grade on the objective exam.

- *Essay Exam*: The three members of the school psychology faculty grade the essay exams. Each essay is evaluated by at least two readers who are blind to the student's identity. Each reader independently assigns each essay a score ranging from 1 to 5 (a score of 1 indicating a poor performance, a score of 5 indicating an excellent performance, and a score of 3 indicating a minimally passing response). If both readers score a response as a 3 or above, then the answer is assigned a grade of "pass." If both score a response as a 2.9 or below, then the answer is assigned a grade of "fail". If there is disagreement among the readers as to whether a response is a pass or a fail (that is, if one grader scores a response 3 or above, and the other scores it 2.9 or below), the response is graded by a third reader who serves as a tie-breaker.

  The student's grades on each of the essay responses, along with comments from the readers, are forwarded to his/her permanent graduate committee. The committee reviews the student's performance, identifies areas of weakness to be pursued during the oral examination, and, based on the scores assigned by the grading committee and the student's performance during the oral exam, and determines the final grade (pass-fail) on the essay component of the exam. In addition, the committee may require the student to engage in remedial work in one or more of the content areas covered by the essay examination (see below).

- *Portfolio*: The total portfolio will be evaluated by the three members of the school psychology faculty as a part of formative assessment at designated points in the program. If Portfolio entries are deemed unacceptable, the student will be required to make appropriate changes to the entry. **Depending on the degree of the student's portfolio deficiency, candidacy for the Psy.S. Degree, participation in practicum, participation in internship, and graduation may be delayed. If appropriate remediation cannot be attained, as determined by the school psychology graduate faculty, a student may be dismissed from the program.**

- *Oral Examination*: The oral examination is not assigned a grade, however, performance during the oral exam may help the committee reach a decision on a grade for one of the other components of the exam, particularly in the case where performance on one or more of the other components is marginal.

- *Overall Grade*: Your permanent graduate committee is responsible for assigning an overall grade on the comprehensive examination based on your performance on all components of the exam. The decision to pass or fail a student resides entirely with the student's permanent graduate committee. A grade of either "pass" or "fail" will be reported by your committee to the Dean of the Graduate School (Note: There are several options within each choice, i.e., clear pass, pass with suggested additional study, failure of one or more components of the exam accompanied by one or more required remedial activities. However, failure of any component of the exam results in an overall official grade of "fail."). You must pass the comprehensive exam in order to receive the master's and/or specialist's degree. If you fail the exam, you will have one opportunity to retake the exam. The permanent graduate committee will determine the composition of the "retake exam." Your committee will schedule the retake for a date no less than 60 days and no more than one year from the date of the first examination. **If the comprehensive**

exam is failed on the second administration, you will not be awarded the Master's or Specialist's degree from Eastern.

In addition to retaking the exam, the committee may require you to undertake specific remedial activities ranging from assigned readings, to additional coursework, to completion of an additional practicum as a consequence of failing any portion of the comprehensive examination.

Appeals

If you feel you have been treated unfairly by your committee (e.g., you received a failing grade for a performance you believe to be acceptable), you have the right to appeal your grade through the Psychology Department's Academic Practices Committee. It is recommended that all informal channels of appeal be exhausted prior to appeal to this committee. If you find yourself in this situation, you should contact the chair of the department for further information. Appeal of this committee's decision is available through the University's Graduate Appeals Committee.

Academic Dishonesty

If you are found to have engaged in any form of academically dishonest behavior in the comprehensive examination process, your committee has the option of assigning you a failing grade on the exam. As with other cases of student failure, this grade may be appealed by the student through the usual university appeals procedure. In addition, academic dishonesty will be viewed as a matter of professional ethics and responsibility. The evidence of dishonest behavior will be forwarded to the rest of the faculty, via the department chair, so that they may consider its implications for the student's suitability for the profession. For further information, see the "Academic Dishonesty" section of this handbook.

School Practica and Internship

Practica and internship experiences are core components of the school training program. They are intended to provide students with opportunities to apply skills and knowledge acquired in the classroom, and to observe and participate in the day-to-day operation of school psychological services. Practica and internship are graded on a "Satisfactory/Unsatisfactory" basis.

Enrollment in practica and internship requires the approval of the school faculty. In order to be eligible for a field placement, the student must demonstrate an appropriate level of professional responsibility, maturity, and competence as determined by the school psychology graduate faculty.

Practicum

Students in the school program are required to complete six credit hours of practica. As indicated in the Model Program, the practica are typically completed during the second Fall and Spring semesters, and involve spending two full working days per week at the practicum site. Practica sites include area school districts serving a variety of populations.

Practicum Assignments

The instructor, with the approval of the Coordinator of School Psychology Training, makes Practica assignments. You should not attempt to arrange a practicum placement on your own. Students are asked to submit preferences for particular types of schools/populations to the Coordinator or designated school psychology faculty member. Assignments are made on the basis of student preferences, faculty determination of students' training needs, and the availability of acceptable sites. Students are not permitted to complete more than three credit hours (one semester) at a given site. A student may, however, be allowed to do an internship at the same site where a practicum was completed.

Once an assignment is made, you are responsible for contacting the agency. Some agencies require you to complete application materials and most require an interview prior to officially offering you a practicum position. You must consult with the Coordinator of School Training prior to making contact with the agency.

Supervision

The on-site school psychologist staff assumes primary responsibility for supervision of practicum students. Your supervisor will be a licensed or certified school psychologist. Your on-site supervisor is expected to orient you to the school district, provide weekly, formal supervision and be available for consultation and guidance as needed, and, in general, assume responsibility for providing you with an appropriate training experience. The on-site supervisor will also be asked to evaluate your performance at the end of the semester. This evaluation will be a major determinant of your grade for the practicum. Your supervisor should review his/her evaluation of your work with you and offer you the opportunity to ask any questions you may have.

Each practicum student will also be assigned a university supervisor, a member of the school faculty. Your university supervisor will serve as a liaison between the practicum agency and the University and will assume some of the responsibility for seeing to it that you receive appropriate training. The university supervisor typically makes at least one site visit to each practicum setting during the course of the semester. Individual supervisors determine the specific format for the university supervision. A typical arrangement is to have students meet bi-weekly in a group with other supervisees to present cases they are working with (including assessment data, history, interventions, tapes of therapy sessions, etc.), discuss difficult cases and treatment issues, discuss ethical/professional issues encountered on the job, and, when necessary, discuss problems with agency policy, the on-site supervisor, and/or other agency staff members. Some supervisors may require you to complete readings or other assignments as part of the practicum experience.

Your university supervisor will be responsible for the final assignment of your practicum grade. He/she will take into consideration the report from your on-site supervisor as well as your performance in his/her supervision meetings.

Practicum Student Responsibilities

As a practicum student, you will be representing EKU and the School Psychology Program, and are expected to act accordingly. It is your responsibility to familiarize yourself with the policies and procedures of the agency, and to be sensitive to the rights and needs of all school staff members. You are expected to act in accordance with the NASP & APA ethical principles and accepted standards of

professional responsibility and behavior (including appropriate dress and demeanor, promptness, consistent attendance, etc.). If you have any concerns about school policy or procedures, or about the conduct of a school employee, discuss them with your university supervisor. If you are dissatisfied with the training you are receiving, it is your responsibility to bring this to the attention of your university and/or on-site supervisor.

You are expected to be present at your practicum site two full working-days a week for the entire semester. The specifics will be determined by the agency. At the beginning of the semester you should check with your on-site supervisor about the agency's policy regarding inclement weather (e.g., can you come in late if it snows), and calling in sick (e.g., whom to contact). If you have to miss a day (e.g., over spring break), arrange with him/her to make up the time. It is not appropriate for you to miss practicum in order to study for exams or work on other assignments. You are responsible for arranging reliable transportation to and from the practicum site. You should treat the practicum (the two days on-site as well as the meetings with your university supervisor) as you would any graduate course.

You will be asked to complete a written evaluation of your university and on-site supervisors at the end of the semester.

Internship

Students in the school program are required to complete an internship. The internship involves two semesters, a minimum of 32 weeks of full-time, 40 hours per week (1200 plus hours), work at an appropriate school setting, under the direct supervision of a licensed or certified school psychologist. The Coordinator of School Psychology Training in consultation with the school psychology faculty must approve the internship facility and supervisor. Most students complete the internship during their third Fall and Spring semesters in the program. Although it is not a program requirement, most students secure paid internships. Internships are usually paid with pay set at a Rank II salary schedule.

Selecting an Internship Site

Students are responsible for identifying and selecting an internship site under the supervision of the Coordinator of School Training. The Coordinator and other faculty members may be able to offer some suggestions about possible internship sites.

Any internship must meet the following minimum requirements:

1. 32 weeks (1200 hours plus) of full-time experience, 50% of which must be in a school setting.

2. Two hours per week of individual supervision by a certified or licensed school psychologist, with 3 years of experience, whose primary employment is with the internship agency

3. A broad range of appropriate training opportunities (e.g. diverse student population, individual/group therapy, assessment, consultation, program development/evaluation, ARC meetings, continuing education) rather than restricting the intern to a limited number of highly specialized activities (e.g., assessments) or a limited student population.

The final decision as to whether a particular internship satisfies these requirements, as well as the decision to specify additional requirements, rests with the School Psychology Program Coordinator, your permanent graduate committee and other members of the school faculty.

You should begin the process of selecting an internship no later than the beginning of the semester prior to the internship semester, earlier if you plan to go out of state or have other specific requirements such as a certain location or a certain type of agency or population. A good strategy is to contact potential sites by telephone and ask that program for descriptions and application materials be mailed to you.

Once you have identified one or more potential sites, discuss your choices with the School Psychology Program Coordinator and/or other school psychology faculty. Applications to school systems that routinely provide high-quality internships for our students may be approved without any further discussion. If you are applying to agencies not known to us or agencies providing specialized training (e.g., Ky. School for the Deaf) you may be asked to submit a brief, written proposal explaining how the agency will meet the requirements specified above, outlining the specific training opportunities offered by the agency, and providing the name and phone number of the staff member responsible for the internship program.

It is your responsibility to complete the application process. Depending on the agency, this process may involve one or more interviews, submission of writing samples (such as psychological reports), letters of recommendation, and various other application materials. Be forewarned, the last semester prior to internship tends to be very hectic with comprehensive exams, coursework, research proposals, etc., so plan carefully in order to allow enough time to complete the application process. You must take and pass the Praxis examination prior to starting your internship if your internship is in Kentucky.

Once you have been offered an internship you must request and receive final approval from the program coordinator or designated school psychology faculty member. You may not accept an internship position until this approval has been sought and granted.

Supervision

The on-site supervisor is responsible for providing all school supervision during the internship period. You will be assigned a university supervisor; however, this individual serves primarily an administrative function. If you encounter any problems during the internship that cannot be handled by your on-site supervisor, you should contact your university supervisor. Your university supervisor will make a minimum of two on-site visits during the course of the academic year to meet with you and your on-site supervisor. You will meet with your university supervisor once a month at EKU's campus.

Internship Evaluation

The internship is graded on a "Satisfactory/Unsatisfactory" basis. Your on-site supervisor will be asked to submit a written evaluation of your performance at the completion of the semester. Your university supervisor will be responsible for assigning your internship grade, based primarily on the evaluation submitted by your on-site supervisor. You should ask your on-site supervisor to review his/her evaluation with you.

EKU Psychology Clinic

All school psychology graduate students, including those attending part-time, are required to work in the Psychology Clinic, a training, research, and service facility operated by the Department of Psychology. Specific clinic responsibilities are described in detail in the Clinic Policies and Procedures Manual. In general, you should expect to be involved with the Clinic throughout your tenure in the program (excluding internship). Advanced students will be expected to carry a case load. Beginning students will be expected to fill a variety of non-direct-service roles. Students will be supervised by a licensed psychologist. It is imperative that each student communicate appropriately with his/her supervisor for his/her clinic cases. It is mandatory that each student attend the supervision sessions as outlined by his/her supervisor. Failure to communicate with your immediate supervisor and failure to attend supervision sessions may result in your dismissal from your graduate program.

All psychology graduate students are responsible for reading and becoming familiar with the Clinic Manual. If you have any questions, please contact the Clinic Director.

Research Opportunities in the School Program

A primary objective of the school psychology specialist program is to train students to be effective practitioners. Carrying out an independent research project can help meet this objective in several ways. First, completion of a research project will make the student a better informed consumer of research. Such a project requires that the student become familiar with the resource materials and research methods and issues in his/her field, and helps to sharpen the skills necessary for critically evaluating the research literature. The ability to locate and intelligently digest relevant research can significantly enhance the student's effectiveness as a practitioner. Second, the project will help foster an empirical approach to school practice, one which recognizes the importance of demonstrating the efficacy of a particular intervention. The skills and experience acquired in carrying out a research project are directly applicable to the problem of establishing accountability in school practice. Third, the project will allow students to develop special expertise in a specific area (e.g., a particular therapy technique, type of disorder, or population), and thereby enhance their effectiveness as clinicians. An additional benefit of research experience is that it strengthens the credentials of those students who anticipate applying to doctoral programs.

If you elect to carry out a research project, you will enroll in PSY 896 (Thesis). You will be responsible for planning, carrying out, and reporting on an empirical research project which makes a meaningful contribution to the literature (e.g., an original study, a theoretically meaningful replication and extension, a well controlled single-case design study). In order to complete the thesis in a timely manner, it is strongly recommended that you begin work on the project as early in the program as possible. If you elect to carry out a research project you will be released from your research group duties. It is important that you notify your research group supervisor in a professional and timely manner regarding your choice to complete a thesis. Once you have identified a thesis advisor, signed up for PSY 896, and have begun work on your thesis, you will no longer be required to participate your research group.

Research Groups
Each student will participate in a research group with a school psychology faculty member each semester. Student preferences will be considered when assigning students to a research group. Students will be assigned to a research group their first semester in the program and will remain in this research group, unless special circumstances arise, until the end of the students second year in the program. Each student will be expected to participate fully in the research program lead by their assigned school psychology faculty member. Students should expect to devote a maximum of 2-3 hours per week to their research group. These hours may be spent in a variety of ways (e.g., brainstorming research ideas, reading research articles, writing IRBs, collecting data, inputting data, analyzing data, writing the paper, and preparing materials for data collection). While 2-3 hours is to be expected per week, students should realize that this is only an estimation of the time that may be required. Each research group will vary somewhat in the amount of time students will be participating. Students will also be evaluated by their faculty member in a variety of areas including: work ethic, research knowledge, writing ability, effectiveness as a group member, etc. These evaluations will be considered when evaluating students for pre-candidacy and candidacy for the masters and the specialist's degrees. Ideally, these research projects will result in published articles and presentations at state, regional, and national conferences. Students who choose to do a thesis may be released from this research group reguirement.

Specialist's Thesis Committee

The thesis committee is the same as the permanent graduate committee. In other words, the group that you select as your permanent graduate committee will also serve as your thesis committee. The procedures for establishing this committee are discussed in another section of this handbook. The chair of your permanent graduate committee also serves as your thesis supervisor and, therefore, should be someone familiar with your research area and willing to supervise your project. There are some restrictions on the composition of your permanent graduate committee. The chair must be a full member of the graduate faculty. If the person you wish to supervise your research is not a full member, then he/she may serve as co-chair of your committee along with a full member. In addition, at least one members of your permanent graduate committee must be a school faculty member. You also have the option of selecting a faculty member from another department to serve on your committee.

Written Report

The final product of the Specialist's thesis is a written report. This report typically includes a comprehensive review of the literature relevant to your study, a clear statement of the purpose of the study and the hypotheses to be tested, a description of the methodology and results, and a discussion of the results.

Thesis Format

The final draft of your thesis must conform to guidelines set forth by the Graduate School. The guidelines are specified in a thesis handbook available at the Graduate School office. The Graduate School is very particular about format of your paper (e.g. margin widths, location of page numbers, labeling of tables and figures, the content of the typing paper, arrangement of the table of contents) and will not accept papers that fail to conform to the guidelines. Therefore, it is very important that you are familiar with the guidelines and that you consult with your committee chair and the Dean of the Graduate School on any questions regarding the format of the thesis. You will be required to provide copies of your thesis to the committee members, the department, and the Dean of the Graduate School.

Oral Defense

You will be required to carry out an oral defense of your project. Your presentation should include a brief review of relevant literature, the hypotheses tested, the methodology employed, the results, and your interpretation of the results. Committee members, as well as other interested faculty and students, will be present and may ask you questions concerning the project. The typical defense lasts about an hour. Immediately after the defense is completed, your committee will meet to discuss any revisions that need to be made and to determine a grade for your work.

If you are doing a thesis, the oral defense must be scheduled by your committee chair through the graduate school. The necessary form must be sent to the graduate school office two weeks before the date of the defense. You should check with your committee chair to see that the form is filed by the appropriate date. In addition, the defense must be completed no later than two weeks before the end of the semester in which you plan to graduate.

It is an important point to keep in mind that a paper of this type typically requires several rewrites. For example, you may give an initial draft to your committee chair who will probably ask you to make some

revisions prior to distributing the manuscript to other committee members. The committee members may ask you to make some revisions prior to the defense. Additional revisions may be required after the defense and the Dean may ask you to make some changes before he/she gives final approval. You should anticipate this and allow plenty of time for the revision process (including time for faculty to read the paper and comment on it, and for you to make the specified changes). Thus, you should not wait until the last minute (e.g., the day before you plan to graduate, or the day before the two-week deadline for submitting theses to the graduate school) to give your paper to your committee.

Evaluation of the Thesis

The thesis is graded by your committee as either pass or fail. Generally, the grade is based on the quality of the written report. Criteria include organization, clarity of writing style, comprehensiveness of the literature review, appropriateness of the design and statistical analyses, and the extent to which the discussion relates the results of the study to the original hypotheses and to relevant literature.

Student Grievances

Formal mechanisms for handling specific grievances are outlined in various sections of this Handbook (e.g., Academic Dishonesty, Comprehensive Examinations, and Student Evaluation). However, it is possible to resolve many student complaints and concerns on an informal basis. If you have a complaint involving a particular course or instructor (e.g., you disagree with a grade or course requirement) or feel you have been treated unfairly by any member of the faculty, it is entirely appropriate (in fact, you are encouraged) to discuss your concern with the individual involved. If this proves unsatisfactory, you should feel free to discuss the matter in confidence with your advisor, the program coordinator, and/or the department chair. The department chair can also advise you on the appropriate procedures for lodging a formal complaint.

If you have concerns of a more general nature involving, for example, departmental policy or the school program, feel free to discuss them with the program coordinator and/or the department chair. We welcome your input.

Academic Dishonesty

Psychology Department Policy

Cases of academic dishonesty among graduate students in psychology will also be viewed as issues of professional ethics and suitability for the profession. As such, the faculty will consider them in the broader context of eligibility for the degree.

Guidelines

While the instances of academic dishonesty among graduate students are fortunately few, they have occurred. To address this issue, the Department of Psychology has established these guidelines, consistent with the previously stated policy.

The major purpose of the graduate program is to provide qualified individuals with the academic training and professional preparation in order that they can enter the profession as specialist's level school psychologists. In carrying out this task, the Department has responsibilities to three groups: graduate students, the public (as specified, in part, by state law), and relevant professional organizations (the American Psychological Association and the National Association of School Psychologists).

It is within the context of these departmental obligations that cases of academic dishonesty on the part of graduate students must be viewed. The Department's best estimate of a student's ability to adhere to professional standards is often his or her ability to adhere to standards of academic honesty.

In most instances, cases of academic dishonesty at the undergraduate level are dealt with by the involved faculty member. The decision of the faculty member can be appealed by the student to the Department Academic Practices Committee, which may refer the matter to the University Student Disciplinary Board, under the policies and procedures described in the Eastern Kentucky University Faculty Handbook and the University Handbook for Students. This procedure is effective in most cases of academic dishonesty involving undergraduates. However, it does not address the critical issues relevant to graduate education and professional preparation.

At the graduate level, academic dishonesty is viewed as more than just an academic breach. It is evidence of a failure to conform to ethical standards. Given that the Department has the obligation to protect potential consumers by insuring that its graduates show evidence that they will uphold the ethical standards of the profession, incidents of academic dishonesty will be treated as a matter of professional irresponsibility in addition to being treated as academic breaches requiring disciplinary action. The entire faculty of the Psychology Department may be called on to consider any case of academic dishonesty as a matter that reflects on a student's suitability for the profession, including cases that have been or may be subject to action under the procedures described in the Faculty Handbook and Student Handbook.

Within the domain of academic dishonesty fall such acts as plagiarism of any form, fraudulently obtaining course materials or tests, cheating during in-class exams, and collaborating with or copying from other students while completing out-of-class assignments or take-home tests (unless permission to collaborate is explicitly granted by the instructor). Assisting another student is an offense as well. Moreover, lying, or otherwise attempting to cover up violations will be regarded as a further breach of

professional ethics and standards. Professional psychologists are expected to take action to protect the public when they suspect a colleague of unethical behavior. As a student, it is your responsibility to take action if you suspect a fellow student of unethical behavior.

Courses of Action

Possible actions by the Department will vary depending upon the individual, the infraction, and the circumstances surrounding the infraction. Options vary from a variety of remedial actions in less serious cases, to dismissal from the program in the event of a major violation of standards of academic honesty.

Appeals Procedure

As in other matters involving graduate students, appeal to the University Graduate Appeals Committee is available.

Graduate Assistantships

A number of qualified students receive part-time assistantships in the department. These assistantships allow our students to gain experience in teaching, research, or service. A more complete description of role of the graduate assistant is included in Appendix E.

The minimum criteria for holding an assistantship include:

- You must have applied for and been clearly admitted to a graduate degree program at EKU.
- You must maintain at least a 3.0 (B) overall graduate grade point average. If it is your first semester as a Graduate student, you will not have a graduate GPA.
- You must maintain full-time graduate enrollment while on an assistantship (minimum of 9 semester hours of **graduate** credit in fall and spring).

The stipend and tuition waiver amounts for assistantships vary. More information may be found at the Graduate School website (http://gradschool.eku.edu/) or the Division of Financial Assistance website (http://finaid.eku.edu/).

Additional Graduate Assistant positions are posted on EKU's employment website (https://jobs.eku.edu). Contact the department you are interested in working for to obtain detailed information on available assistantships and on how to apply.

IMPORTANT INFORMATION: Background checks are required of all graduate assistants. Students nominated for graduate assistantships must submit their information via the Human Resources Online Employment System to authorize initiation of the background check. You will be notified within 7 to 10 days of the outcome of the background screening.

Most school graduate students who are awarded assistantships are assigned to work with one or more Psychology Department faculty members. Departmental assistants typically fill one or more of the following roles: research assistant, teaching assistant, and/or classroom instructor for an introductory psychology course. A more complete description of role of the graduate assistant is included in Appendix E.

Some students are offered assistantships by other departments/offices on campus. Depending on the particular department, duties range from clerical work, to tutoring, to counseling.

Applying for an Assistantship

You can begin the assistantship application process by completing an assistantship application form and submitting it to the Graduate School, specifying the department(s) in which you wish to work. Many students complete this form when they apply for admission to graduate school.

Assistantships in the Psychology Department are typically awarded to students beginning their second semester in the program (e.g., full-time students entering the program in the Fall would receive an assistantship in the Spring). Sometime during your first semester in the program you will be asked by the department chair to indicate your interest in being considered for an assistantship. This information

is forwarded to a faculty committee which makes recommendations to the Chair, who in turn makes recommendations to the Dean of the Graduate School. Faculty recommendations to the Chair are based on consideration of students' academic performance, maturity, financial need, professionalism, and progress in the program, as well as faculty needs. In the case of recommending students for teaching the introductory psychology course, ability to teach independently and competently, and the ability to represent the department appropriately to undergraduates are also taken into consideration. Once assistantships are awarded, the department chair is responsible for assigning students to particular members of the faculty.

The Psychology Department does not usually offer assistantships to students during their first semester in the program. However, if you are interested in having an assistantship during the first semester, you should submit the assistantship application form to the Graduate School and make your interest known to the Graduate Dean and the Psychology Department Chair. Other departments/offices on campus frequently have openings for assistants and will contact the Dean and/or the Department Chair in order to identify potential candidates.

Given the limited funding for assistantships, students are typically not supported for more than two semesters.

Extracurricular Professional Activities

School psychology graduate students are expected to participate in a variety of extracurricular activities designed to demonstrate a serious commitment to the profession and to foster professional development. Such activities include, but are not limited to, attendance at departmental colloquia, membership in appropriate professional organizations (e.g., National Association of School Psychology, Kentucky Association for Psychology in the Schools), attendance at conventions, attendance at outside seminars and workshops, and active participation in the Psychology Graduate Student Organization (PGSO, see below). Although financial constraints place limitations on the degree of participation in some of these activities (e.g., convention attendance), most are available at minimal or no cost. Participation in extracurricular professional activities is an important component of your graduate training and you should view it as such. It also establishes a pattern for your future professional growth.

Psychology Graduate Student Organization (PGSO)

All graduate students in the Psychology Department are automatically members of the PGSO. The organization was founded by graduate students in order to provide a forum for discussing common concerns and to foster mutual support. PGSO also appoints representatives to various departmental committees: Colloquium, Graduate Curriculum, Ethics, and Academic Practices Committees as a means of providing student input into departmental policy and operations. There are no membership dues for the PGSO. Officers are elected during the Fall semester.

Continued Professional Development

The school psychology training program recognizes the need for professionals to participate in life long learning in order to stay competent in their field. The program offers continuing professional development opportunities for practicing school psychologists.

Certification

Certification can be confusing. There are two boards involved with providing certification. The Kentucky Department of Education (KDE) certifies school employees (see Appendix F). It is illegal for school districts to hire you if you are **not** certified by KDE. KDE certification consists of a recommendation to KDE by EKU and your successful completion of the Praxis certification exam. Praxis II - Specialty in School Psychology exam is offered at EKU at least 3 times a year as well as a variety of other locations in Kentucky. You should be taking this exam no later than the semester before internship. You can receive information regarding the Praxis exam by contacting EKU's Office of Academic Advising and Testing or you can access this information on-line at www.ets.org. The passing score criterion can be accessed via the KDE website. When you register for the exam, it is important to remember to have ETS send your exam score to EKU, NASP (if you plan to apply for NCSP), and any state department board of education in which you envision working (e.g., Kentucky State Department of Education).

The Praxis/NCSP exam is also being used in the national certification system managed by NASP. To be eligible for national certification (NCSP), you need to pass the exam at a level that may be different than the minimum passing score for the state of Kentucky. Please visit the NASP website (www.nasponline.org) to identify the minimum passing score for NCSP as well as other important information regarding applying for an NCSP. National certification is not required for employment, but it will make reciprocity (being certified in other states) easier and you will be listed in the Directory of School Psychology Service Providers.

With KDE certification, you are restricted to providing psychological services only in the district or cooperative that employs you; you cannot provide private practice. While not necessary for employment by comprehensive care centers (mental health centers) or other agencies, certification as a psychological associate by the Kentucky Board of Psychology will make being hired by these agencies easier.

If you intend to practice in Kentucky outside a school setting, you should plan to apply for certification as soon as you complete your degree requirements. The exam (the 200-item, multiple choice, EPPP national exam) is administered on an on-going basis. If your credentials are found to be in order and you meet the various requirements, the Board may grant you temporary certification enabling you to practice, within certain limits, until the results of your examination are known. Study materials for the exam are on reserve in the library.

If you intend to practice outside of Kentucky, you should contact the State Board of Psychology for the appropriate state, since the credentialing laws (particularly in terms of amount of supervised experience required and cut off scores on the EPPP) vary widely. Contact the Coordinator of School Training for additional information.

APPENDIX A
Eastern Kentucky University Psychology Graduate Student Contract

This contract outlines the expectations that all students must meet in order to successfully complete the Master's Program in Psychology at Eastern Kentucky University. Students are required to be familiar with these procedures whenever providing psychological services of any kind. In addition to these professional policies, students are expected to meet additional program requirements as described by each individual program handbook and the Graduate Catalogue. Students who do not meet these requirements can be formally dismissed from a graduate assistantship and/or the program. The purpose of this contract is to ensure that all students are informed of the program and assistantship dismissal policies at the onset and also to inform students of their due process rights.

Any member of the student body who violates the University's standards of conduct shall be subject to appropriate disciplinary action up to and including suspension and/or termination. In addition to disciplinary sanctions, students may face prosecution and imprisonment under federal and/or state laws which make such acts felony or misdemeanor crimes. The specifically defined standards of conduct, the disciplinary procedures, and possible sanctions appear in the *Student Handbook*. Students are responsible for learning about all university, college, school, and program policies regarding disciplinary action. Academic disciplinary action occurs when students are lacking in growth in personal, professional, academic and/or skill-related areas. This type of disciplinary action is under the jurisdiction of the program and may result in a recommendation of the student's dismissal from a graduate assistantship and/or the Graduate School. Although students are allowed due process, court decisions at the state and federal level have determined trained faculty have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student.

Understanding Course Expectations and the Program Handbook. Students are expected to read in detail the program handbook and ask questions if necessary. Additionally, students are expected to completely review their course syllabi and refer to it when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the EKU Graduate School Catalogue which can be obtained from the Graduate School web site.

Quality of Services Provided. Even though you are a student in training, the children, families, teachers, and organizations you will be working with still deserve high quality services. If your performance at any point in the program does not progress adequately or is severely lacking, you may be asked to retake coursework, leave a practicum/internship site, leave a graduate assistantship position, and/or leave the program. The psychology faculty must ensure that clients do not experience any harm while working with students in the program. Additionally, faculty also act as gatekeepers for the field of psychology

and in this role, must guarantee the welfare of those individuals receiving services from graduates of this program. "Above all else, do no harm" is an ethical philosophy that all students must follow. Therefore, students should never practice beyond their level of training or outside of their scope of training. Additionally, students are always responsible for obtaining the necessary supervision when providing psychological services. Students are encouraged to be intimately familiar with ethical guidelines and standards of practice, and are responsible for asking questions when unsure about these principles.

Professional Judgment. This document attempts to address the main professional issues that may arise while you are a student in the psychology program; however, all possible professional issues cannot be specifically addressed in the coursework. If at any time you are unsure about how to respond professionally in a given situation, please obtain the appropriate supervision from your advisor, instructor for the course, or your site supervisor. You are ultimately responsible for obtaining necessary supervision in order to maintain all professional codes of ethics and standards of practice. Additionally, students should understand that professional behavior while in the program includes not only performance in practica and internship, but also performance (behavioral and academic) in course work, graduate assistantships, and at other times while representing the psychology program. Although the atmosphere in graduate school can appear relaxed at times, expectations at this level of training are very intense, and students are continually being observed regarding their professional behavior and potential for effective practice in the field.

Sensitivity to Diversity. While working with clients and colleagues, you must pay attention to the influence of various diversity dynamics on the services you will be providing. Also, all of your interactions with others (other students, other professionals at your sites, and clients) should be respectful and sensitive to issues of diversity. Be sure to use non-sexist and non-racist language as outlined in the APA Publication Manual.

Confidentiality. One of the most important aspects of professionalism in human services is maintaining confidentiality. Different confidentiality issues will need to be observed during your work in schools, community agencies, and other organizations. Your site supervisor will inform you of policies relevant to the work you will be doing. You may not discuss any aspect of your cases with individuals who are not at your site unless given permission to do so. Your site supervisor will inform you as to the appropriate procedures for handling case materials away from your site, and you are responsible for understanding and following these procedures.

Working with Other Professionals. One aspect of professional training involves developing appropriate skills in working with other professionals. Your interactions with others should be completely respectful and professional. You should become knowledgeable regarding the roles played by other professionals, and respect their job responsibilities and authority. If you feel that another individual is violating professional ethics or acting in inappropriate ways, please address this with your site supervisor or any faculty member before sharing this information elsewhere.

Thesis Project: Students may complete a thesis during their graduate training. These program requirements are very time intensive and require a positive working relationship between student and faculty. Students are encouraged to ask questions of their advisors regarding faculty expectations and the necessary tasks that must be completed in order to successfully defend a thesis.

Additionally, students are expected to be aware of all university or college deadlines related to their thesis. Students and faculty are also highly encouraged to complete a written contract that clearly spells out the responsibilities of both parties and a tentative timeline for completion of the project. Ultimately, the student must take ownership over their thesis and is responsible for completion of the project. However, if a student feels that she/he is not receiving the guidance they need from their faculty member, they are encouraged to speak with their program coordinator or another psychology faculty to create options for handling the conflict.

Internship: Students are expected to be aware of all deadlines and administrative tasks related to the master's or specialist's internship. These procedures will be provided in writing for students; however, if a student has any question or concern, she/he should address this with the internship coordinator. Students can be withheld from internship if they have not successfully completed all procedures related to internship.

Program Procedures:
- Grievance Procedures. When experiencing difficulty with another student, faculty, or university employee, students are encouraged strongly to address these conflicts with that individual directly. In the event that this approach is not effective or a serious fear of retribution exists, students should feel free to discuss the matter in confidence with their advisor, the program coordinator, and/or the department chair. The department chair can also advise you on the appropriate procedures for lodging a formal complaint. Depending on the nature of the conflict and the nature of the relationship of the individuals involved in the conflict, different procedures may need to be implemented.

- Grade Appeals: (From the Graduate Catalogue) If a student believes that the final grade assigned in a course is unjustified, that student should consult the instructor seeking a satisfactory explanation. If, after doing so, the student still feels that the grade is unjustified, the student may appeal the grade, in writing, to the department chair. Refer to the *University Handbook for Students* for complete policy concerning grade appeals.

- Violations of Ethics or Professional Standards. If professional ethics or standards are violated or if any part of this contract is violated, consequences will be given depending on the severity, nature, and frequency of the violation. These consequences may include, but are not limited to, a reduction of points in a class, additional supervision or other preparatory assignments, being removed from a practicum or internship site and failing the class, removal from a graduate assistantship position, and/or removal from the program.

- Academic Misconduct: Academic misconduct relates to behavior on the part of students and faculty. Violations of academic misconduct will be dealt with using the procedures set forth by the University. These procedures can be found in the *University Handbook for Students*. All students are expected to be familiar with these procedures and what constitutes academic misconduct.

- Evaluation: Students will receive written feedback each semester regarding their performance in the program. Please refer to your program handbook regarding the semester evaluation procedures. This evaluation process has been created in order to meet the right of each student for due process. Due process only obligates the faculty to inform the student of her/his difficulties in the program and have the student respond to this feedback before any official decision is made.

- Termination Procedures: Formal termination procedures have been developed by the Graduate School. Students are expected to be aware of these procedures. Students can be recommended for termination from the program for several different reasons. First, as gatekeepers for the field, each member of the psychology faculty is required to restrict the practice of psychology to any individual who has demonstrated unprofessional and/or unethical behavior. Second, students who do not maintain an appropriate GPA or who are unable to demonstrate required skills and knowledge will be recommended for dismissal.

Policies related to Field-Based Experience:
- Following Site Policies: Students need to be especially aware of and sensitive to the policies of each site so as not to violate the expectations of the organization. If you are unclear about the relevant policies, please check with your site supervisor. Each site has different policies regarding meeting client's off site (e.g., in their home). Do not meet with clients off site unless you have permission from the site supervisor and instructor for the course.

- Making Appointments: Students are expected to be punctual for all meetings including supervision. A pattern of tardiness to meetings or other obligations such as completion of reports can result in a reduction of points in a grade or dismissal from a class. Only under extreme circumstances should you miss appointments of any kind, and if you do need to miss an appointment, it becomes your responsibility to reschedule the appointment in a timely manner.

- Problems with Site Supervisor: If you have a problem with any site supervisor, please address these problems directly with that supervisor. Developing conflict management skills with persons in authority is an essential professional skill. However, if you do not feel that the conflict can be resolved, please see the appropriate faculty member in order to discuss options.

- Appropriate dress: You are expected to be aware of the expectations of dress for

each site. Please discuss appropriate dress with each site supervisor and when unsure about the expectations, please err on the side of dressing conservatively and professionally.

This document addresses a number of professional issues, and by signing this document, you are stating that you have read and fully understand the professional and academic responsibilities outlined here.

_____   _____
Student's Signature   Date   Student's Printed Name

_____   _____
Program Coordinator's Signature Date   Program Coordinator's Printed Name

_____   _____
Department Chair's Signature   Date   **Department Chair's Printed Name**

APPENDIX B

SCHOOL PSYCHOLOGY STUDENT PORTFOLIO

The EKU School Psychology Program utilizes a comprehensive, multi-method, multi-source process to assess student learning and professional development. This process is designed to ensure that all students acquire and integrate the knowledge and skills needed to be effective school psychologists prior to completion of the program.

Student assessment begins before the student enters the program. Pre-entry assessment includes evaluation of prior academic performance and estimation of professional potential through a review of previous transcripts, references, written statement of professional objectives, and standardized test scores (i.e., GRE). A personal interview with members of the admissions committee may also be a part of the process to select only those individuals determined to have excellent potential for success as a school psychologist.

After entering the program, student assessment in individual courses include written examinations, review of presentations, papers and projects, and other methods. In field-experience courses, the application of knowledge is evaluated using performance-based methods to assess skills in consultation, counseling, assessment, and behavioral management. Such methods may include videotaping, audiotaping, review of intervention and assessment reports, and direct observations. In addition, weekly field-based supervision and regular university-based supervision is utilized to guide students' practical experiences as they increase the skills needed to deliver a comprehensive range of effective school psychological services.

Each portfolio entry is linked to a specific course within the school psychology program. Each student will submit portfolio entries via the Blackboard site for the course associated with that specific portfolio entry. The table below provides information regarding portfolio entries that are due each semester along with the corresponding course for that portfolio entry.

SCHOOL PSYCHOLOGY PORTFOLIO ON Bb

YEAR 1, SEMESTER 1
PSY 848: Florell
Self-evaluation of Progress
Scholarly Writing Sample
YEAR 1, SEMESTER 2
PSY 846: Strait
Functional Behavioral Assessment Report with supporting material

PSY 881: Nowak
Psychoeducational Assessment Report (1st)
YEAR 2, SEMESTER 1
PSY 897: Strait
Academic Direct Intervention Report with supporting material (1st direct intervention)
PSY 843: Nowak
Mid-term Field Supervisor Evaluation
Psychoeducational Assessment Report (2nd)
Self-evaluation of Progress
Final Field Supervisor Evaluation
Practicum Log
Demographic Log
YEAR 2, SEMESTER 2
PSY 843: Florell & Strait
Professional Vita for Internship
Mid-term Field Supervisor Evaluation
Psychoeducational Assessment Report (3rd)
Self-evaluation of Progress
Behavior Consultation Report with supporting material
Direct Behavior Intervention with supporting material (2nd direct intervention)
Academic Consultation Report with supporting material
Final Field Supervisor Evaluation
Practicum Log
Demographic Log
YEAR 3, SEMESTER 1
PSY 896: Florell & Strait
Mid-semester Field Supervisor Evaluation
Psychoeducational Assessment Report (4th)
Self-evaluation of Progress
Final Field Supervisor Evaluation
Internship Log
Demographic Log
YEAR 3, SEMESTER 2
PSY 896: Nowak & Strait
Mid-spring Semester Field Supervisor Evaluation
Program Evaluation Summary Report
In-service Training with supporting material

Professional Vita for Employment
Direct Intervention with supporting evaluation data
Consultation Case Report with supporting material (academic/behavioral/both)
Self-evaluation of Progress
Final Field Supervisor Evaluation
Internship Log
Demographic Log

A student's portfolio that is incomplete, or does not meet program standards, may result in a delay in graduation until the portfolio is brought up to an acceptable level.

The *School Psychology Student Portfolio Outline* (see outline in this appendix) will provide a complete listing of portfolio requirements. This list is a tentative list of what will be required in the portfolio as the portfolio requirements are subject to change due to potential changes in course requirements. Students will be provided with updated portfolio information in a timely manner as needed.

School psychology faculty will review and assure that each portfolio entry has been evaluated. Portfolio entries will be divided among the school psychology faculty so that each entry will be evaluated by at least one school psychology faculty member and rated based on the proficiency of the portfolio entry. Each student will be provided with the rating criteria used to evaluate each portfolio entry. If any portion of a student's final work is considered below standard, a remediation plan will be developed with the student.

School psychology faculty evaluations of each student's portfolio will be a critical component to decide whether or not to recommend the student for pre-candidacy/candidacy for both the M.S. and Psy.S. degrees. If a student does not submit the portfolio entries on-time or if the portfolio does not meet an acceptable standard, the student may receive an incomplete in practicum or internship. This could result in delay of graduation, result in an Unsatisfactory grade, and/or the student may be required to repeat the practicum or internship class. Students will be provided with verbal and written feedback regarding their performance in the program relative to their portfolio entries.

It is strongly recommended that each student make changes to improve each portfolio entry in regard to feedback received from faculty. Specific portfolio entries (e.g., psycheducational assessment, consultation reports, direct intervention reports) are often requested during the application process for internships and school psychology positions after graduation. Therefore, it is in each student's best interest to make changes to improve these documents.

APPENDIX C

PRACTICUM SELF-EVALUATION (Fall)

Using the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2010), write how you have progressed towards competency in each domain listed below. Make sure to note whether the domain is a strength or weakness, and what activities you will engage in to meet a higher level of competency in the Spring. Please write at least a paragraph for each domain and the follow-up questions. This self-evaluation will be a portfolio entry and used as part of your overall evaluation in the program.

Domains
2.1 Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2 Consultation and Collaboration
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3 Intervention and Instructional Support to Develop Academic Skills
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 <u>School-Wide Practices to Promote Learning</u>
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 <u>Preventive and Responsive Services</u>
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 <u>Family-School Collaboration Services</u>
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8 <u>Diversity in Development and Learning</u>
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

2.9 <u>Research and Program Evaluation</u>
- School psychologists have knowledge of research design, statistics, measurements, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various

techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

2.10 <u>Legal, Ethical, and Professional Practice</u>
- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Follow-Up Questions for Self-Evaluation:
- What do you feel have been areas of growth professionally for you over the past semester?
- How do you feel about the level of supervision that you have received at your practicum placement?
- What do you want to accomplish during your next practicum to help address identified areas/skills that need to be strengthened?

PRACTICUM SELF-EVALUATION (Spring)

Using the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2010), write how you have progressed towards competency in each domain listed below. Make sure to note whether the domain is a strength or weakness. Please write at least a paragraph for each domain and the follow-up questions. This self-evaluation will be a portfolio entry and used as part of your overall evaluation in the program.

Domains
2.1   Data-Based Decision Making and Accountability
   • School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
   • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
2.2   Consultation and Collaboration
   • School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
   • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
2.3   Intervention and Instructional Support to Develop Academic Skills
   • School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
   • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.
2.4   Interventions and Mental Health Services to Develop Social and Life Skills
   • School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
   • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.
2.5   School-Wide Practices to Promote Learning
   • School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6　Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7　Family-School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8　Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

2.9　Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurements, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

2.10　Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school

psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Follow-Up Questions for Self-Evaluation:
- What do you feel have been areas of growth professionally for you over the past semester?
- How do you feel about the level of supervision that you have received at your practicum placement?
- What do you want to accomplish during your internship to help address identified areas/skills that need to be strengthened?

INTERNSHIP SELF-EVALUATION (Fall)

Using the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2010), write how you have progressed towards competency in each domain listed below. Make sure to note whether the domain is a strength or weakness, and what activities you will engage in to meet a higher level of competency in the Spring. Make sure to look at your Internship Agreement while writing the self-evaluation. Please write at least a paragraph for each domain and the follow-up questions. This self-evaluation will be a portfolio entry and used as part of your overall evaluation in the program.

Domains
2.1   Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2   Consultation and Collaboration
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3   Intervention and Instructional Support to Develop Academic Skills
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4   Interventions and Mental Health Services to Develop Social and Life Skills
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5   School-Wide Practices to Promote Learning
- School psychologists have knowledge of school and systems structure,

organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6   Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7   Family-School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8   Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

2.9   Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurements, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group,

and/or system levels.

2.10   <u>Legal, Ethical, and Professional Practice</u>

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Follow-Up Questions for Self-Evaluation:

- What do you feel have been areas of growth professionally for you over the past semester?
- How do you feel about the level of supervision that you have received at your internship?
- What do you want to accomplish before the end of your internship?

Using the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2010), write how you have progressed towards competency in each domain listed below. Make sure to note whether the domain is a strength or weakness. Make sure to look at your Internship Agreement while writing the self-evaluation. Please write at least a paragraph for each domain and the follow-up questions. This self-evaluation will be a portfolio entry and used as part of your overall evaluation in the program.

Domains

2.1   Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2   Consultation and Collaboration
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3   Intervention and Instructional Support to Develop Academic Skills
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

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- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5   School-Wide Practices to Promote Learning
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning,

social development, and mental health.

- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6   Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7   Family-School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8   Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

2.9   Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurements, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

2.10   Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Follow-Up Questions for Self-Evaluation:
- What do you feel have been areas of growth professionally for you over the past semester?
- How do you feel about the level of supervision that you have received at your internship?
- What domains do you feel you still need more training or want to specialize in?
    - Based on your answer, develop a strategy for your continued professional development.

APPENDIX D

TO: Andrea Strait, Program Coordinator

FROM: _____
            Graduate Student's Name

SUBJECT: Permanent Graduate Committee

DATE:

I have asked the following individuals to serve on my permanent graduate committee:

    1.   _____ Chair

    2.   _____

    3.   _____

    4.   (If desired) _____

I understand this committee reviews my performance on the Comprehensive examination, my portfolio, and is responsible for making a recommendation to the graduate school that I be awarded (or not awarded) the specialist degree. This committee is also responsible for prescribing and over seeing remedial work should my performance on the exam be unacceptable. If I elect to do a thesis, I understand the permanent graduate committee also serves as my thesis committee.

APPENDIX E

TO: Graduate Assistants

RE: Role of Graduate Assistant

The purpose of this memo is to attempt to clarify the role of the graduate assistant in the Department of Psychology.

Above all, I would like to stress my desire that you become a member of the departmental community, a group of psychologists engaged in teaching, scholarship, and service. I hope that as a graduate assistant you will feel as though you are an integral and important part of the department, and that you will adopt the values and goals of the department.

In the event that you are assigned to teach the introductory course, you will be given full charge of that course in much the way any faculty member would be. You will be assigned a faculty member, however, to whom you may turn for assistance at any time. Please consider this both an honor (the University's primary mission is quality instruction) and a serious responsibility. (For this assignment you are paid roughly 50% more than a faculty member teaching the course off campus, or an outside person hired as a part-time faculty member). In addition to the teaching responsibility, you may be called upon for 3-4 additional hours of service to your assigned faculty member.

If you are assigned to participate in research with one of the faculty, you may consider yourself part of an enterprise that is quite important to the discipline as well as to the faculty member and the department. While this will provide a valuable learning experience for you, your assistance is very much needed, and we are grateful for it. Because of the delays in writing, review, and publication, few of you will see publication of the research in which you participate during your tenure here, but you may well see presentation at a regional or national meeting. Be assured, however, that it is of high quality. Faculty members in your department compete for space in journals and on the programs of meetings with very much success. During a typical academic year the faculty and students of the department are responsible for 15-20 papers presented at meetings, about 15 papers published, and several other papers accepted and awaiting publication. Students are listed as co-authors of many of these.

In general, any assignment which you receive is one for which you are needed, and which contributes to the teaching and scholarship of the department. The faculty both expects and appreciates your contribution.

I wish you an enjoyable and productive tenure in your assistantship with the department.

APPENDIX F

DEPARTMENT OF EDUCATION

Office of Instruction
Division of Teacher Education and Certification
Frankfort, Kentucky 40601

Teacher Education circular #411
October 18, 1990

SCHOOL PSYCHOLOGIST

PREPARATION-CERTIFICATION

This circular is a reprint of the regulations which establish the certification structure and curriculum standards for school psychologists. The curriculum standards provide the guidelines by which teacher education institutions develop programs for preparing school psychologists. These guidelines are not to be used as a check list by which individuals complete specific courses with the anticipation that certification will be issued upon their completion; instead, an individual should follow the approved program in effect at the college or university with the guidance of his advisor.

SCHOOL PSYCHOLOGIST PREPARATION-CERTIFICATION
704 KAR 15:015

Section 1.

(1)   The Standard Certificate for School Psychologist shall be issued in accordance with the pertinent Kentucky statutes and state Board for Elementary and Secondary Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel Program Approval and who in addition thereto has completed the NTE specialty area examination with a minimum score of 630.

(2)   The Standard Certificate for School Psychologist shall be issued initially for a duration period of five (5) years and may be renewed for subsequent five (5) year periods upon completion within each period of at least three (3) years of experience as a school psychologist to include attendance and participation in seventy-two (72) hours of continuing professional development activities. If any portion of the renewal experience is not completed, the Standard Certificate for School Psychologist may be renewed upon completion of six (6) semester hours of additional graduate credit appropriate for the position of school psychologist.

(3)   The Standard Certificate for School Psychologist shall be valid for serving in the position of school psychologist in the common schools and in other elementary, secondary, and vocational schools approved under the jurisdiction of the State Board for Elementary and Secondary Education, but not for any private practice outside these school situations.

Section 2.

(1)   The Provisional Certificate for School Psychologist shall be issued with the recommendation of the approved preparing institution and in accordance with the pertinent Kentucky Statutes and State Board for Elementary and Secondary Education regulations to an applicant who has completed forty-eight (48) semester hours of graduate credit from the approved program of preparation for the Standard Certificate for School Psychologist at a preparing institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel Program Approval and who in addition thereto has completed the required NTE Specialty Area Examination in school psychology with a minimum score of 630.

(2)   The Provisional Certificate for School Psychologist shall be issued for a duration period of one (1) year and shall qualify the applicant for a Rank II classification as provided in KRS 157.390.

(3)   The Provisional Certificate for School Psychologist shall be valid for serving in a school situation in the position of school psychologist under the supervision of the preparing institution the Department of Education. During the first year of service the employer of the individual holding the Provisional Certificate for School Psychologist shall permit the individual to engage in the internship component of preparation as described in the Kentucky Standards for the Preparation Certification of Professional School Personnel Program Approval for the Standard Certificate for School Psychologist.

CURRICULUM STANDARDS
TEC 79.0
Section 1.

The program of preparation for the Standard Certificate for School Psychologist shall consist of a minimum of sixty (60) semester hours graduate credit including the minimum of a master's degree and an internship completed either as the first year of work experience as a school psychologist in a closely supervised internship or two (2) semesters internship supervised by the preparing institution and shall include the following preparation:

(1)   Psychological Foundations--12 semester hours of credit, to include:
    (a)   The major theoretical and practical issues in the area of human development, learning and cognition;
    (b)   Issues and theories of personality and psychopathology;
    (c)   Social Bases for Behavior;
    (d)   Biological Bases of Behavior;
    (e)   Cultural diversity and individual differences.

(2)   Educational Foundations—9 semester hours of credit, to include:
    (a)   The organization, administration, and funding resources of school systems;
    (b)   The organization and administration of school psychological services, including record keeping;
    (c)   The social, philosophical, historical, and cultural issues in education;
    (d)   School curriculum, instructional and remedial techniques, and reading processes;
    (e)   Human exceptionalities and the education of exceptional learners.

(3)   Assessment and Intervention—15 semester hours of credit, to include:
    (a)   Preparation in referral and assessment of students who experience problems of learning and adjustment including:
        1.   Assessment of children's social, emotional, educational and intellectual status using appropriate group and individual procedures.
        2.   Analyze, integrate, and communicate assessment results.

(b) Preparation in planning and implementing direct and indirect interventions including counseling, instructional and behavioral management, and consultation and other prevention approaches.

(4) Professional School Psychology to include the history and foundation of school psychology, legal and ethical issues, professional issues and standards, and roles and functions of the school psychologist—3 semester hours of credit.

(5) Research, Evaluation, and Statistics—9 semester hours of credit, to include:
(a) Interpretation of basic descriptive and inferential statistics;
(b) Understanding of the basic principles of designing, conducting, and interpreting research, needs assessment, and evaluation of programs and products.

Section 2.

The internship shall be at least one (1) academic year of supervised internship experience consisting of a minimum of 1200 clock hours, at least 600 hours of which must be in a school setting. The internship shall occur on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive years. The internship may be satisfied during the first year of employment as a school psychologist which shall be a full-time experience for a full academic year in a school setting under the supervision of the Department of Education. The internship shall include experiences in the following broad areas:

(1) Using appropriate formal and informal procedures to assess children's social, emotional, education, and intellectual status.

(2) Planning and implementing direct and indirect interventions which might include consultation, instructional and behavioral management, individual and group approaches, work with parents, and collaboration with community resources.

(3) Application of research and measurement principles to internship activities.

(4) Applying the knowledge and skills of psychology to the resolution of school problems in a responsible and an ethical manner.

APPENDIX G

EKU School Psychology Program Matrix to Meet NASP Standards

Below you will find a list and description of each NASP domain. The Required Activities column contains a list of activities that you will complete by the end of your internship year. Additional activities will be included that are designed specifically by your practicum and internship supervisors. The Coursework column provides a list of the primary courses in which content will be presented to address specific NASP domains.

NASP Domain	Competency	Required Activities	Coursework
2.1	Data-Based Decision Making and Accountability • School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	-Supervisor Evaluations -Psychoeducational Assessment Reports -Academic Direct Intervention -Behavioral Direct Intervention Reports -Consultation Reports	-PSY 826 -PSY 881 -PSY 846 -PSY 865

| 2.2 | Consultation and Collaboration
• School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
• As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. | -Supervisor Evaluations
-Consultation Case Reports
-Direct Intervention Reports | -PSY 865 |

NASP Domain	Competency	Required Activity	Coursework
2.3	Intervention and Instructional Support to Develop Academic Skills • School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.	-Supervisor Evaluations -Direct Intervention Report(s) with an Academic Focus -Consultation Case Report(s) with an Academic Focus	-PSY 837 -PSY 881 -PSY 840 -PSY 842 -PSY 846 -PSY 865
2.4	Interventions and Mental Health Services to Develop Social and Life Skills • School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	-Supervisor Evaluations -Direct Intervention Report(s) with a Behavioral Focus -Consultation Case Report(s) with a Behavioral Focus	-PSY 837 -PSY 842 -PSY 846 -PSY 850 -PSY 853

NASP Domain	Competency	Required Activities	Coursework
2.5	School-Wide Practices to Promote Learning • School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. • School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	-Supervisor Evaluations -Consultation Case Reports -Direct Intervention Reports	-PSY 842 -PSY 848 -PSY 865
2.6	Preventive and Responsive Services • School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. • School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery	-Supervisor Evaluations -In-service Training with supporting material -Consultation Case Reports -Direct Intervention Reports	-PSY 848 -PSY 850 -PSY 865

NASP Domain	Competency	Required Activities	Coursework
2.7	Family-School Collaboration Services • School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. • School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.	-Supervisor Evaluations -Service in the EKU Psychology Clinic -Consultation Cases -Direct Intervention Cases	-PSY 842 -PSY 850 -PSY 865
2.8	Diversity in Development and Learning • School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address	-Supervisor Evaluations -Demographics Log -Consultation Case Reports -Direct Intervention Reports -Psychoeducational Assessment Reports	-PSY 842 -PSY 865 -PSY 847 -PSY 850

	potential influences related to diversity. • School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.		

NASP Domain	Competency	Required Activities	Coursework
2.9	Research and Program Evaluation • School psychologists have knowledge of research design, statistics, measurements, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. • School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.	-Supervisor Evaluations -Participation in a Research Group -Program Evaluation -Consultation Case Reports -Direct Intervention Case Reports	-PSY 820 -PSY 846 -PSY 862 -PSY 868 -PSY 896
2.10	Legal, Ethical, and Professional Practice • School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. • School psychologists demonstrate skills to provide services consistent with ethical,	-Supervisor Evaluations -Self Evaluations of Progress -Supervisor Evaluations -Psychoeducational Assessment Reports -Direct Intervention Reports -Consultation Reports	-PSY 848 -PSY 826

	legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.		

NASP Domain	Competency	Required Activities	Coursework
3.1	The school psychology program requires supervised practica experiences that include the following: • Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship. • Specific, required activities and systematic development and evaluation of skills (see Standards 2.1-2.10) that are consistent with the goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for the development of candidate skills. • Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with placement sites and practicum supervisors. • Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.	-Practicum Logs -Practicum Agreement -Supervisor Evaluations	PSY 843-Practicum: Assessment /Interventions PSY 843-Practicum: Consultation

3.2	The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following: • A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution. • A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology (see Standards 2.1-2.10). • Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. • Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns	-Internship Agreement -Completion of Domain Competency Matrix Plan for Internship -On-Site Supervisor Evaluations -Self-evaluation of Progress -University Supervisor Evaluations of the following Portfolio Entries: • Direct Intervention Case Report • Consultation Case Report • Psychoeducational Report • Program Evaluation Summary Report • In-service Training Report with Supporting Material	PSY 896

	demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.		
3.3	The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as demonstrated by the following: • A minimum of 1200 clock hours for specialist-level interns, including a minimum of 600 hours of the internship completed in a school setting. • A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years. • Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and internship supervisors.	-Internship Agreement -Internship Hour Log	PSY 896
3.4	The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following: • Provision of field supervision from a school psychologist holding the	-Internship Agreement -Internship Hour Log -Supervisor Evaluations	PSY 896

	appropriate state school psychologist credential for the practice in a school setting (If a portion of the internship is conducted in another setting, as noted in Standard 3.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting). • An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placement. • Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies.		
3.5	The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following: • A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved. • Formative and summative performance-	-Internship Agreement -University Internship Site Visits	PSY 896

	based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed. • Provision of appropriate support for the internship by the placement agency including (a) a commitment to the internship as a diversified *learning* experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern's participation in continuing professional development activities.			
3.6	The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their	-Internship Agreement -Supervisor Evaluations -University Supervisor	PSY 896	

	culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following: • Integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services. • Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.	Evaluations of the following Portfolio Entries: • Direct Intervention Case Report • Consultation Case Report • Psychoeducational Report • Program Evaluation Summary Report • In-service Training Report with Supporting Material	